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VARSITY COACHES' METHODS OF ORGANIZING FOOTBALL PRACTICE  
SESSIONS IN THE PUBLIC HIGH SCHOOLS  
OF WISCONSIN

BY

JAMES HARVEY STEINBERG

A thesis submitted  
in partial fulfillment of the requirements of the  
degree Master of Science, Major in  
Physical Education, South  
Dakota State University

1968

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VARSITY COACHES' METHODS OF ORGANIZING FOOTBALL PRACTICE  
SESSIONS IN THE PUBLIC HIGH SCHOOLS  
OF WISCONSIN

This thesis is approved as a creditable and independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree, but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

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Thesis Advisor

Date

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Head, Physical Education Department

Date

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JHS

VARSDTY COACHES' METHODS OF ORGANIZING FOOTBALL PRACTICE  
SESSIONS IN THE PUBLIC HIGH SCHOOLS  
OF WISCONSIN  
Abstract

JAMES H. STEINBERG

Under the supervision of Professor Glenn E. Robinson

The purpose of this study was to survey head varsity football coaches to determine common methods of organizing practice sessions of successful football coaches, to compare their methods with those of unsuccessful coaches, and to disclose differences in methods used by coaches in three strata of high school populations. The following areas were investigated: elements pertaining to individual coaches, patterns of organizing practice sessions, attitudes towards practice sessions, and off-season activities of coaches.

The data obtained were placed into groupings of coaching records, more or less successful. Also, the data were placed into three strata of high school populations and years of coaching experience. The statistical procedure Chi-Square was used in the statistical analysis. The .01 level was accepted and the .05 level was reported.

The indications were as follows: more successful coaches held shorter practice sessions during the

mid-season; more successful coaches had less scrimmage on Wednesdays in mid-season. Differences indicated by coaches in high school stratum and experience were as follows: older and more experienced coaches held positions in larger schools; younger and less experienced coaches had fewer advanced degrees; coaches with more experience had won more games under 54 per cent; coaches in larger schools preferred large squads; small schools had fewer squad members; coaches in larger schools utilized teaching stations more; coaches in smaller schools planned more for coaching offensive fundamentals in late season; coaches in smaller schools emphasized kicking more in mid-season; coaches in larger schools planned little scrimmage on Tuesdays during the pre-season; coaches planned short scrimmage sessions on Thursdays during the late season; coaches in small schools during the seasons of 1965-'67 did not have the same opportunity to use films as coaches in large schools; coaches differed in the evaluation of execution.

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## CHAPTER I

### THE PROBLEM, LIMITATIONS, AND DEFINITIONS OF TERMS USED

From its very beginnings, the game known as American football has been widely discussed and written about, as well as patronized because of its popularity. Many successful coaches have published books and articles to promote their ideas on football. However, a minimum amount of research in organizing football practice sessions has been completed. This paper will attempt to present evidence applicable to methods of efficiently organizing football practice sessions.

#### I. THE PROBLEM

Statement of the problem. The purpose of this study was to: (1) determine common denominators in organizing practice sessions exhibited by more successful football coaches as opposed or compared to those of less successful football coaches; (2) disclose possible differences of organizational methods used by coaches in three stratum of high school populations.

Importance of the study. In this writer's opinion there are concern and interest on the part of football coaches as to what methods of organizing practices and

what attitudes seem to be essential in helping to win football games. This descriptive study was an attempt to analyze the problem and possibly determine common organizational methods used by more successful coaches as opposed to those of less successful coaches and disclose organizational methods used by coaches in three stratum of high school populations. From the obtained information there may evolve guidelines which coaches beginning their careers or coaches with previous experience might employ to improve their methods of organizing practice sessions.

## II. LIMITATIONS

1. The study was limited to head varsity football coaches in public high schools of Wisconsin.
2. Only coaches with at least one year of head coaching experience were included in the data.
3. Only public high schools with eleven-man football were considered for the study.
4. Only broad organizational guidelines for the practice sessions were investigated.

## III. DEFINITIONS OF TERMS USED

Head varsity football coach: One who provides guidance and direction for the first team representing a public high school in the game of football.

Written time schedule: A record in black and white form following a systematic order of time intervals for activities in a football practice session.

Teaching stations: A site or location on the football practice field where direction or instruction is given to players by a coach.

Workday practice session: Days when the bulk of preparation for proficiency in football is carried out for a period of time.

Football fundamentals: Basic activities, such as blocking, tackling, kicking, and moving, which are needed to participate with maximum efficiency in football.

Live scrimmage: Football activity which involves full offensive and defensive activity under game conditions or situations designated by the head coach.

Motivation: The ability of a coach to apply praise or criticism to the actions of individual players to gain efficient participation in football.

Football practice session: A period of time used for the development and perfection of techniques in the execution of football fundamentals and plays.

A more successful football coach: A coach whose football team has won 60 per cent or more of its games over a four-year period.

A less successful football coach: A coach whose football team has won 39 per cent or fewer of its games over a four-year period.

Methods of organizing practices: Written guidelines a coach uses to prepare his football players for the first and each succeeding football game.

## CHAPTER II

### REVIEW OF THE LITERATURE

A search of the literature related to this study revealed that there has been completed little research which formulates trends or guidelines to be used in organizing football practice sessions. Books and magazine articles containing ideas written by persons in and familiar with the coaching profession were investigated. Reported information which expresses the advantages and implications of efficiently organized football practice sessions is presented in this chapter.

#### Related Research Concerning Coaching Methods.

After interviewing and surveying the top forty-seven coaches of Nebraska, Schmid reported that they utilized common coaching methods and techniques, that they had had similar training, and that they possessed similar personal characteristics and similar attitudes toward public relations. He indicated, however, that these characteristics were common only to winning coaches, the top 5 per cent, and a downward projection into the remaining 95 per cent may indicate which characteristics are associated only with winning

coaches.<sup>1</sup>

Brynes reported in his survey of a number of California head varsity football coaches, both successful and unsuccessful, that they were in agreement on most "basic general moral and ethical grounds."<sup>2</sup>

Marsh indicated upon completing a survey of coaches of major sports that participation in athletics is extremely important, but not essential for anyone entering the coaching field. Enrollment in various selected courses considered part of a professional physical education curriculum is, however, extremely important to anyone planning to become a coach on the secondary level.<sup>3</sup>

Secrist in his research surveyed and interviewed football coaches in Georgia in an attempt to determine what factors influence the number of games won by an interscholastic football team. He concluded that there

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<sup>1</sup>Gordon W. Schmid, "Characteristics of a Winning Coach," (unpublished Master's thesis, The University of Nebraska, Lincoln, 1963), pp. 99-100.

<sup>2</sup>Thomas E. Brynes, "An Analysis of Winning in Football and Related Attitudes of California Head Varsity Public High School Coaches," (unpublished Master's thesis, Chapman College, Orange, 1965), pp. 50-51.

<sup>3</sup>David B. Marsh, "A Study of the Professional Preparation and Playing Experience of Selected High School Coaches," (unpublished Master's thesis, Springfield College, Springfield, 1964), p. 5.

seems to be no appreciable relationship between coaching methods, coaching philosophy, and the number of games won.<sup>4</sup> However, the principal objective of Secrist's research was to examine the extent of facilities available for high school athletic teams.<sup>5</sup>

This related research seems to indicate the existense of common characteristics among coaches, both successful and unsuccessful. Also, the research completed reveals a seemingly inadequate amount of data analyzing these common characteristics as they relate to trends in and guidelines for organizing football practice sessions.

#### Literature on Organizing Football Practice.

DaGrosa defines football practice organization as the coaching of football players under organized outlines of work.<sup>6</sup>

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<sup>4</sup>Philip L. Secrist, "The Relationship of Coaching Methods, Philosophy, and Personal Qualifications, to a Winning Football Team," (unpublished Master's thesis, The Alabama Polytechnic Institute, Auburn, 1955), p. 45.

<sup>5</sup>Ibid., p. 4.

<sup>6</sup>John DaGrosa, Functional Football (Philadelphia and London: W. B. Saunders Company, 1937), p. 296.



The importance of efficiently organizing the football practice sessions as cited, by Ream is that, football games are not won or lost on game days, but in the days of practice immediately before the game.<sup>7</sup>

DaGrosa indicates his belief in organization by stating, "Perfect organization is the secret of coaching success."<sup>8</sup>

Bryant declares planning and practice session organization as being the backbone of a successful football team.<sup>9</sup>

Dodd states that a coach who has good football players and does not prepare and organize properly will lose football games.<sup>10</sup>

Tatum and Giese write that the ability to organize practice time is an important qualification for becoming

<sup>7</sup>Charles Ream, "New Trends in Teaching Will Help Coaching," Athletic Journal, XXXVII (November, 1966), 13.

<sup>8</sup>DaGrosa, op. cit., p. 297.

<sup>9</sup>Paul W. Bryant, Building a Championship Football Team (Englewood Cliffs: Prentice Hall, Inc., 1960), pp. 16-17.

<sup>10</sup>Robert L. Dodd, Bobby Dodd on Football (New York: Prentice Hall, Inc., 1954), p. 283.

a successful football coach.<sup>11</sup>

Schafer, in listing qualifications of a good coach, indicates efficient organization of time as a definite asset.<sup>12</sup>

The fact that football coaches are recognized as efficient organizers by other members of the community is indicated by Miller when she states that coaches are often called upon to help plan activities for the annual picnic or help set up the Little League.<sup>13</sup>

Efficient use of time is one reason for organizing football practice sessions says McKay, who conveys a concern for practice organization by indicating that all football coaches have a common problem to deal with when preparing practice schedules, that of efficiently using the time available when preparing for an actual game.<sup>14</sup>

Jones and Wilkinson indicate a similar point in

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<sup>11</sup>James M. Tatum and Warren K. Giese, Coaching Football and the Split T Formation (Dubuque: Wm. C. Brown, 1953), p. 18.

<sup>12</sup>R. C. Schafer, "Definition of a Coach," Clearing House, XXXVI (March, 1962), 413.

<sup>13</sup>Faith Miller, "What is a Coach?," Scholastic Coach, XXVI (April, 1957), 52.

<sup>14</sup>John H. McKay, Football Coaching (The Roland Press Company, 1966), p. 191.

their discussion of practice organization. They believe that limitations of practice time before competition begins prevent coaches from having enough time to teach a football player as many aspects of football as they would like.<sup>15</sup>

Graves similarly cites this problem in his statement that time is a factor which definitely must be efficiently planned during a practice session.<sup>16</sup>

Veller states that the immediate purpose of practice organization is the satisfactory utilization of practice time.<sup>17</sup>

Gallon emphasizes the importance of organization by stating that when a coach plans a practice session he is forced to plan his time more carefully.<sup>18</sup>

Silverberg, a high school football coach, states

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<sup>15</sup>Gomer Jones and Charles B. Wilkinson, Modern Defensive Football (Englewood Cliffs: Prentice Hall, Inc., 1957), p. 89.

<sup>16</sup>Ray Graves, Ray Graves Guide to Modern Football Defense (West Nyack: Parker Publishing Company Inc., 1966), p. 197.

<sup>17</sup>Don Veller, "Helpful Hints in Organizing Football Practice," Scholastic Coach, XXIX (April, 1960), 25-26.

<sup>18</sup>Arthur J. Gallon, "For More Efficient Coaching a Weekly Time Chart," Athletic Journal, XXXVII (November, 1966), 13.

that efficient practice organization is important because time allowed for practice is limited.<sup>19</sup>

Bryant expresses the idea that planning a practice session enables a coach to obtain maximum results from his players and assistant coaches.<sup>20</sup>

Waldorf indicates his belief that efficient organization helps assistant coaches and players participate actively in each session.<sup>21</sup> It is essential, he continues, that each member of the coaching staff must know exactly what he is going to do, how he is going to do it, and how much time he has to achieve his objective.<sup>22</sup>

Daugherty urges the practice of presenting a written schedule to each assistant coach before he goes on the field and posting a copy of the schedule for the players so they know what to expect during the practice

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<sup>19</sup>Stanely Silverberg, "Team Organization and Discipline," Scholastic Coach, XXXII (November, 1962), 44-47.

<sup>20</sup>Bryant, loc. cit.

<sup>21</sup>Lynn O. Waldorf, This Game of Football (Philadelphia and London: W. B. Saunders Company, 1937), p. 296.

<sup>22</sup>Ibid.

session.<sup>23</sup>

Silverberg maintains that organizing, distributing to the coaching staff, and posting for the players a written practice schedule are important in helping create a needed feeling of unity among the coaching staff and players.<sup>24</sup>

The method of organizing a football practice session is indicated in the literature by Daugherty, who expresses the idea that the most efficient organization is accomplished by itemizing what is to be done in each particular practice session and indicating the amount of time available for each item.<sup>25</sup>

Silverberg indicates his belief that a written practice schedule is extremely important because a coach must know where he is going and what he will do when he gets there.<sup>26</sup>

Bierman compares an organized written practice schedule to a road map, which the coach and the driver

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<sup>23</sup>Hugh D. Daugherty, 1st and Ten (Dubuque: Wm. C. Brown Company Publishers, 1961), pp. 213-214.

<sup>24</sup>Silverberg, loc. cit.

<sup>25</sup>Daugherty, loc. cit.

<sup>26</sup>Silverberg, loc. cit.

follow in order to reach a destination.<sup>27</sup>

Wolf states that although a written schedule for a practice session may not be followed exactly, the coach cannot abrogate his responsibility to plan and organize.<sup>28</sup>

Learning is seemingly affected by organization as Veller points out the importance of having the football practice sessions well planned in order for the coach to provide efficient teaching situations as well as progressive presentation of learning experiences for the players.<sup>29</sup>

The use of two-a-day practice sessions to help prepare the football team during the pre-season period, indicates McKay, is essential. He employs the two-a-day practice sessions for the first week during the pre-season.<sup>30</sup>

Singer reports that practice planned with distributed bouts of work tends to be more effective for

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<sup>27</sup>B. W. Bierman, Winning Football (New York: Whittlesey House, 1937), p. 229.

<sup>28</sup>Harold H. Wolf, "Seasonal Planning and Organization," Athletic Journal, XLIV (March, 1964), 56.

<sup>29</sup>Veller, op. cit., pp. 24-25.

<sup>30</sup>McKay, op. cit., p. 197.

immediate skill acquisition; however massed bouts of work tend to be more effective when long term retention is desired in a skill.<sup>31</sup>

Differences as to the amount of time to be spent on offense, defense, and kicking fundamentals in organized football practice sessions were discussed by Daugherty. He indicates that twenty minutes was sufficient for defensive fundamentals, twenty minutes for offensive fundamentals, and ten minutes for kicking fundamentals provide a desirable division of time.<sup>32</sup>

Nelson points out that defensive fundamentals should be taught for forty minutes and that offensive fundamentals should be conducted for forty minutes, but he indicates no appreciable time for kicking fundamentals.<sup>33</sup>

Set limits for practice session length are revealed in the literature; however these limits seem to vary. Daugherty suggests two hours for the length of

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<sup>31</sup>Robert N. Singer, "Understanding the Learning Process," Athletic Journal, XLV (November, 1964), pp. 52-53.

<sup>32</sup>Daugherty, loc. cit.

<sup>33</sup>David M. Nelson, Football Principles and Play (New York: The Roland Press Company, 1962), p. 23.

the session during a workday.<sup>34</sup>

Nelson prefers two and one-half hours for the length of the practice session on a workday.<sup>35</sup>

Waldorf indicates that his workday practice session has a set limit of two hours and fifteen minutes.<sup>36</sup>

Literature seems to point to differences among coaches as to the amount of live scrimmage used in an organized practice session during the football season. Daugherty states that the experience and caliber of the players will indicate what amount of live scrimmage is to be used.<sup>37</sup> The author also expresses a strong need for live scrimmages to help indicate which players perform adequately in actual football game conditions.<sup>38</sup>

Bryant indicates that he seldom uses live scrimmages during an organized practice session to prepare the football team for a game, with the exception

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<sup>34</sup>Daugherty, loc. cit.

<sup>35</sup>Nelson, op. cit., pp. 384-385.

<sup>36</sup>Waldorf, op. cit., p. 216.

<sup>37</sup>Daugherty, loc. cit.

<sup>38</sup>Ibid.



of an occasional goal line scrimmage.<sup>39</sup>

Engle states that he never includes scrimmage in a practice session once competition has started.<sup>40</sup>

Coaches do use dummies in their organized practice sessions to check the proper technique and execution of football fundamentals.<sup>41</sup>

There are indications that the use of football game films, as stated by Ostendays, is essential in determining the effectiveness of a player's execution of football fundamentals.<sup>42</sup>

Game films are also considered useful for evaluating players and for helping them improve their performances, as indicated by McVay.<sup>43</sup>

Ostendays also expressed the usefulness of game films to help determine and correct strategy errors and

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<sup>39</sup>Bryant, op. cit., p. 230.

<sup>40</sup>Tom Ecker and Paul Jones (ed.) Championship Football by Twelve Great Coaches (Englewood Cliffs: Prentice Hall, Inc., 1962), p. 6

<sup>41</sup>DaGrosa, op. cit., p. 300.

<sup>42</sup>James E. Ostendays, "Getting the Most Out of Your Game Films," Athletic Journal, XLII (May, 1962), p. 24.

<sup>43</sup>John E. McVay, "Utilization of Game Films," Athletic Journal, XLIV (February, 1964), p. 14.

improve the play selection made by quarterbacks.<sup>44</sup>

Dietzel notes in the literature that game films were indispensable in helping to scout opponents' tendencies during their offensive and defensive play, in helping the coaching staff and players become familiar with the opponents' personnel, and in determining the ability of their opponents.<sup>45</sup>

Football coaches and doctors consider physical conditioning important for reducing injuries and winning games. Wilkinson states that players who are not in peak physical condition cannot stand modern football and that no team can win if it is out-conditioned by the opponents.<sup>46</sup>

Nelson indicates his belief that conditioning helps prevent fatigue and as a result reduces injuries.<sup>47</sup> O'Donoghue states that the major factor in the prevention of injuries to football players is a planned program of conditioning, of which calisthenics and running are a

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<sup>44</sup>Ostendays, op. cit., p. 24.

<sup>45</sup>Paul Dietzel, "Game Preparation from the Master Sheet," Scholastic Coach, XXIX (September, 1959), p. 68.

<sup>46</sup>Charles B. Wilkinson, Oklahoma Split T Football (Englewood Cliffs: Prentice Hall, Inc., 1952), pp. 4-5.

<sup>47</sup>Nelson, op. cit., p. 372.

part.<sup>48</sup>

Bierman points to conditioning as a good insurance against disabling injuries, but says that planning how to obtain it presents problems for coaches.<sup>49</sup>

There is an attempt by coaches to establish a good relationship with the players they are coaching. Waldorf states that the player-coach relationship should be very close on and off the field.<sup>50</sup>

DaGrosa states that it is important for coaches to understand the temperaments of players so they may be treated accordingly.<sup>51</sup>

Nelson and Langer suggest that the personality and emotional side of the athlete should be carefully considered by the coaches and is too often neglected.<sup>52</sup>

Martin reports that motivational techniques significantly improve individual performances during

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<sup>48</sup>Don H. O'Donoghue, "Doctor Talks About Injuries to Athletes," Journal of Health Physical Education and Recreation, XXXI (November, 1960), 22.

<sup>49</sup>Bierman, op. cit., p. 116.

<sup>50</sup>Waldorf, op. cit., p. 244.

<sup>51</sup>DaGrosa, op. cit., p. 311.

<sup>52</sup>Dale O. Nelson and Philip Langer, "Getting to Know Your Players," Athletic Journal, XLIV (September, 1963), 39.

large muscle activities.<sup>53</sup>

DaGrosa indicates in the literature that scouting an opponent for fundamental characteristics and faulty execution of football fundamentals is necessary so that no time be lost in preparation and practice during the week.<sup>54</sup>

The need for placement of personnel in the proper positions is cited by Veller as a prime requisite for successful coaching.<sup>55</sup>

Wilkinson states that placement of personnel is a difficult problem for coaches, because players will not make their maximum contribution to the team effort unless they are in the proper positions.<sup>56</sup>

In summary, literature reveals agreement among coaches concerning the importance of efficient organization of football practice sessions, organization as an essential qualification for becoming a successful

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<sup>53</sup>Margery M. Martin, "A Study to Determine the Effects of Motivational Techniques on Performance of the Jump and Reach Test for College Women," Completed Research, 1962, pp. 81-82.

<sup>54</sup>DaGrosa, op. cit., pp. 300-301.

<sup>55</sup>Don Veller, "Get the Right Boy in the Right Job," Athletic Journal, XLVI (March, 1966), 46.

<sup>56</sup>Wilkinson, op. cit., p. 56.

coach, and the importance of organizing practice sessions to take advantage of the time available. There is also an indication of an advantage in distributing a written practice schedule to the coaching staff and players to help provide full utilization of the staff and players during the practice session. A further indication is that a written practice schedule is the most efficient way to organize a practice session.

The literature indicates these additional points: (1) learning is affected by organization; (2) differences exist in the coaches' opinions of time to be used covering fundamentals, the length of practice sessions, and the amount of live scrimmage used in practice sessions. There seems to be agreement among the coaches regarding the use of dummies, game films, and scouting to help organize practice sessions. There is also an indication of agreement among coaches on conditioning, coach and player relations, and placement of personnel.

## CHAPTER III

### PROCEDURE

The purpose of this study was to survey head varsity football coaches of eleven-man football in public high schools of Wisconsin in order to analyze existing differences in coaches' methods of organizing practice sessions as these methods are related to school size, coaching experience, and success of their football teams. To accomplish these purposes this writer investigated through a survey the following areas: elements pertaining to each individual coach, patterns of organizing practice sessions, attitudes towards practice sessions, and off-season activities.

The survey method utilizing the questionnaire technique was used in conducting the study. Authors have indicated the usefulness of this method for obtaining current information. Van Dalen and Meyer hold that presenting respondents with carefully selected and ordered questions is, in some instances, the only practical method for obtaining data required to indicate the validity or invalidity of a hypothesis.<sup>1</sup>

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<sup>1</sup>Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (New York: McGraw-Hill Book Company, 1966), p. 301.

Good contends that the questionnaire extends the investigator's powers and techniques of observation to the respondent with each question, thus tending to standardize and objectify the responses given.<sup>2</sup>

Martin indicates several factors emphasizing the feasibility of using the questionnaire method:

1. The limitation of time
2. The limitation of finances
3. The geographical location of the respondents
4. The comparatively large number of respondents to contact<sup>3</sup>

A letter (Appendix A) requesting a 1967-68 Directory of Member Schools, from which could be obtained the names and addresses of the head varsity football coaches in Wisconsin public high schools, was directed to John Roberts, Executive Director of the Wisconsin Interscholastic Athletic Association. The complete list of head varsity football coaches of eleven-man

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<sup>2</sup>Carter V. Good, Essentials of Educational Research (New York: Appleton Century and Crofts, Inc., 1966), p. 213.

<sup>3</sup>Reyna M. Martin, "A Survey of the Undergraduate Curriculum in Physical Education at South Dakota State University 1946-66," (unpublished Master's thesis, South Dakota State University, Brookings, 1966), p. 16.

football was utilized in this study.<sup>4</sup>

In order to prepare the original draft of the questionnaire, related studies were investigated by the writer. The original draft was formulated in consultation with advisors, with whom additional ideas, corrections, and deletions were discussed.

The second draft of the questionnaire was presented to a panel of experts composed of the varsity football coaching staff at South Dakota State University, Brookings, South Dakota, for additions, corrections, and deletions.

A third draft of the questionnaire was presented to a graduate class of twenty-six physical educators, the majority of whom were head varsity coaches in football, basketball, and wrestling in public high schools. The purposes of administering the questionnaire to this graduate class were to obtain additional suggestions for questions and to determine clarity and readability. The questionnaire was revised once again.

The fourth draft of the questionnaire was presented to four individuals, who had had two or more

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<sup>4</sup>Wisconsin Interscholastic Athletic Association, 1967-68 Directory of Member Schools, XLIV (September, 1967), pp. 2-84.



years of head football coaching experience in public high schools in South Dakota, Iowa, and Minnesota. The purposes of presenting the questionnaire to these individuals were to determine the approximate time in minutes needed for completion, clarity, and readability. The panel of experts again added their corrections and deletions, after which the final draft was completed.

(Appendix B)

A combination letter of transmittal and sponsorship (Appendix C) was prepared. This letter and the final draft of the questionnaire were mailed on March 1, 1968, to 381 head varsity football coaches of eleven-man football in public high schools of Wisconsin. Included was a business reply envelope addressed to the writer, for return of the questionnaire. All respondents were urged to return the questionnaire before March 15, 1968. On March 26, 1968, in an effort to obtain a larger return, a follow-up letter (Appendix D) was mailed to all individuals who had not returned the questionnaire.

Data were transferred from the questionnaires to Hollerith cards to facilitate the analysis of the data by means of electronic data processing equipment.

## SUMMARY OF THE RETURNS

Of the 381 questionnaires sent to the respondents, 311 or 81.6 per cent were returned. Three of the questionnaires were deemed unusable because of confusing answers and were not included in the data presented in Chapter IV.

## CHAPTER IV

### ANALYSIS OF DATA

Introduction. Chapter IV presents the statistical analysis of the data gathered by means of the questionnaire. The chapter is divided into two parts, the treatment of the data and the findings. The findings are also divided into two parts: (1) data obtained from the statistical analysis of the coaches' responses grouped according to the success of their coaching records; (2) data obtained from the statistical analysis of the coaches' responses stratified by high school population and coaching experience. Frequency distributions of all responses used in the survey are summarized and reported in Table I, Table II, and Table III.

The first portion of information in this chapter is presented in two groupings of coaching records. The groupings involved are as follows: Group I, coaching records of four years or more in which 60 per cent or more of the football games played, in a four-year period, have been won; Group II, coaching records for four years or more in which 39 per cent or fewer of the football games played, in a four-year period, have been won. The information obtained from the questionnaire

was placed in one of the two groups based on the answer given for question six of the survey which dealt with the percentage of games won.

Coaching records which fell within the range of 40-59 per cent were not used because their records were not considered indicative of being more or less successful.

The second portion of information in this chapter is presented in three classifications involving high school population stratifications and years of coaching experience. The stratifications are as follows: Strata I, 1-300 student enrollment with head coaches having one, two, three or four years of coaching experience; Strata II, 301-700 student enrollment with head coaches having one, two, three or four years of coaching experience; Strata III, student enrollment of 701 and above with head coaches having one, two, three or four years of coaching experience. The information obtained from the questionnaire was placed in one of the three strata as determined by answers given for questions three and seven of the survey.

#### TREATMENT OF THE DATA

The statistical procedure, Chi-Square, was used

to analyze the data collected in this study. The .01 and .05 levels of significance were utilized in these comparisons. Only those questions in which a statistical significance appeared between the groups' strata are discussed in this chapter. In the frequency distributions, which appear in table form following Appendix D, statistical significance is distinguished as follows: one asterisk (\*) for data statistically significant at the .05 level and two asterisks (\*\*) for data statistically significant at the .01 level. The questions in this chapter and the frequency distributions data follow the sequence as indicated in the tables.

## FINDINGS

Data concerning comparison of more successful and less successful coaches. Statistical findings concerning the questions are listed as follows:

1. Question 22 of the survey, involving the length of the practice session during the mid-season, indicated a statistical difference at the .01 level.
2. Question 23 of the survey, involving the amount of time devoted to live scrimmage on Wednesdays during the mid-season, indicated a statistical

difference at the .01 level.

Data stratified by high school population and coaching experience. Statistical findings concerning the questions are listed as follows:

1. Question 1 of the survey, involving the age of the coaches, indicated a statistical difference at the .01 level.
2. Question 2 of the survey, involving academic degrees earned, indicated a statistical difference at the .01 level.
3. Question 6 of the survey, involving the won-loss record, indicated a statistical difference at the .01 level.
4. Question 8a of the survey, involving the ideal squad size, indicated a statistical difference at the .01 level.
5. Question 8b of the survey, involving the ideal squad size, indicated a statistical difference at the .01 level.
6. Question 14 of the survey, involving the utilization of teaching stations, indicated a statistical difference at the .01 level.
7. Question 15 of the survey, involving the use of two-a-day practice sessions in pre-season, indicated

statistical difference at the .01 level.

8. Question 18 of the survey, involving the approximate amount of time used for offensive fundamentals in the late season, indicated a statistical difference at the .01 level.

9. Question 20 of the survey, involving the approximate amount of time used for kicking fundamentals during the mid-season, indicated a statistical difference at the .01 level.

10. Question 23 of the survey, involving live scrimmage on Tuesday during the pre-season, indicated a statistical difference at the .01 level.

11. Question 23 of the survey, involving live scrimmage on Thursday during the late season, indicated a statistical difference at the .01 level.

12. Question 26 of the survey, involving the opportunity of using game films during the 1965 football season, indicated a statistical difference at the .01 level.

13. Question 26 of the survey, involving the opportunity of using game films during the 1966 football season, indicated a statistical difference at the .01 level.

14. Question 26 of the survey, involving the

opportunity of using game films during the 1967 season, indicated a statistical difference at the .01 level.

15. Question 27 of the survey, involving the use of game films for the analysis of execution, indicated a statistical difference at the .05 level.

The data from responses indicating no statistical differences by use of Chi-Square were omitted from this chapter. However, frequency distributions of these questions appear in Tables I and II.

The data obtained from Question 33 of the survey, not analyzed for statistical difference, appears in a frequency distribution in Table III.



## CHAPTER V

### IMPLICATIONS, SUMMARY, AND RECOMMENDATIONS

Problem. The purpose of this study was to:

(1) determine the common denominators in organizing practice sessions exhibited by more successful football coaches and compare their methods to those of less successful football coaches; (2) disclose possible differences in methods of organizing practice sessions used by coaches in three strata of high school populations.

Data. Subjects who participated in this study were head varsity football coaches having one or more years of experience coaching eleven-man football teams in public high schools of Wisconsin. A questionnaire was mailed to these subjects in order to obtain their responses regarding methods of organizing football practice sessions. The data obtained by the questionnaire were tabulated and placed into groupings of coaching records, referred to as Group I, more successful coaches, and Group II, less successful coaches. Also, the data were placed into strata of high school populations and years of coaching experience. These are referred to in this chapter as:

Stratum I, small schools; Stratum II, intermediate schools; Stratum III, large schools. Each stratum contained coaches with one, two, three, and four or more years of experience. The Chi-Square method of statistical analysis was used to determine significant differences between the groups of coaching success and stratum of high school populations and coaching experience. The .01 level of significance was accepted and the .05 level was reported for questions having a statistical difference. Frequency distributions for all questions of the survey appear in table form following Appendix D. Chapter V is limited to the discussion of the questions which were statistically significant. Also appearing in this chapter are generalizations drawn by the writer from the collected data.

#### IMPLICATIONS

1. More successful coaches appeared to employ shorter practice sessions during the mid-season than less successful coaches.
2. More successful coaches appeared to employ less live scrimmage than less successful coaches on Wednesdays during the mid-season.
3. The data indicated that older coaches

appeared to hold more coaching positions in large schools (seventy-seven) than in intermediate schools (fifty) and small schools (forty-seven).

4. The data indicated that coaches with less experience and coaching in small and intermediate schools, had earned fewer degrees beyond the bachelor's degree than coaches with more experience and coaching in large schools.

5. The data indicated that coaches with four or more years of experience had won a larger per cent of their games than coaches with less experience in the same schools.

6. Coaches in large and intermediate schools and with more experience indicated a preference for a larger number of football players. The preferred size of the squads was over sixty-five players.

7. The data indicated that coaches in small schools had fewer players on their football squads than coaches in large and intermediate schools. Small schools had more football squads ranging between twenty-five and fifty-four players, as compared to large and intermediate schools which had more squads with more than fifty-five players.

8. There was an indication from the data that

coaches in intermediate and large schools used teaching stations during practice sessions more than coaches in small schools.

9. The data indicated a difference in the use of two-a-day practice sessions in the intermediate schools. Coaches with less experience used more of this type of practice than coaches with more experience.

In the large and small schools, there was an indication that experience had little effect on the use of two-a-day practice sessions. Coaches in large schools appeared to use more of this type of practice.

10. Coaches in small and intermediate schools seemed to spend more time coaching offensive fundamentals during the late season than coaches in large schools. Practicing offensive fundamentals for twenty-five minutes or more was more common with the coaches in the two groups of smaller schools. Coaches in large schools indicated more practice periods of ten to fourteen minutes in length. There was no indication that experience affected the use of time for offensive fundamentals.

11. The data indicated that coaches in small and intermediate schools emphasized kicking fundamentals more during the mid-season than coaches in large

schools. Coaches with more experience in large schools emphasized kicking fundamentals more than coaches with less experience.

12. The data indicated that coaches with four or more years of experience, coaching in intermediate and large schools, employed less scrimmage on Tuesdays, during the pre-season, than did coaches with similar experience in small schools. Coaches in large schools appeared most often to plan no scrimmage; whereas coaches in smaller schools planned thirty to forty minutes of scrimmage.

13. The data indicated that most coaches planned short scrimmage sessions on Thursdays during the late season. More coaches in large schools (seventy-six) than small schools (forty-seven) planned no scrimmage. Coaches in intermediate schools seemed to be divided between planning no scrimmage and planning thirty minutes of scrimmage.

14. The data indicated that coaches in small schools did not have the same opportunity to employ films during the 1965 football season as did coaches in intermediate and large schools. Also, coaches in large schools seemed to have had more opportunity to use films than did coaches in intermediate schools. In addition,

coaches in intermediate schools with four or more years of experience used films more than coaches with three years of experience.

15. The data indicated that coaches in small schools did not have the same opportunity to use films during the 1966 football season as did coaches in larger schools. Coaches in large schools seemed to have had more opportunity to use films than coaches in intermediate schools. Coaches in intermediate schools with four or more years of experience seemed to have used films more than coaches with less experience.

16. The data indicated that coaches in small schools did not have the same opportunity to use films during the 1967 football season as did coaches in larger schools. Coaches in large schools appeared to have had more opportunity to use films than coaches in smaller schools.

The data indicated an increase in the use of films in all schools during the football seasons from 1964-'67.

17. The data indicated that coaches exhibited no definite pattern of evaluating execution of football fundamentals by using films. However, coaches in large schools tended to evaluate execution more than did

coaches in small schools.

### SUMMARY

This study presents head varsity football coaches' methods of organizing football practice sessions, and in this writer's opinion some generalization may be drawn from the data collected:

That head varsity football coaches are interested in methods of organizing football practice sessions.

That there are differences between the methods of organizing football practice sessions used by more successful coaches and those used by less successful coaches.

That there are differences in the methods of organizing football practice sessions used by coaches as the result of high school population and experience.

That head varsity football coaches indicate a wide scope of methods utilized in organizing a football practice session.

That head varsity football coaches alter their organization of practice sessions as the games are being played.

## RECOMMENDATIONS FOR FURTHER STUDY

This writer suggests that:

1. A follow-up study be conducted, using 75 per cent of games won as a measure of successful coaching and 25 per cent as a measure of less successful coaching.

2. A study of methods of organizing football practice sessions employing a larger sample be conducted.

3. A similar study including questions concerning coaching philosophy, staff, and staff organization be conducted.



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## APPENDIXES

## APPENDIX A

January 20, 1968

John E. Roberts, Executive Director  
Wisconsin Interscholastic Athletic Association  
41 Park Ridge Drive  
Stevens Point, Wisconsin 54481

Dear Sir:

As a graduate student at South Dakota State University I am attempting to complete a thesis as required for a Master of Science degree. My proposed study is an analysis of coaching methods used by high school football coaches.

Being a native of Wisconsin, playing and coaching football in the state, I believe the head varsity football coaches would seem to be excellent subjects for my study. This brings me to my point in contacting you. Your department's publication, the Directory of Member Schools, would seem to be an excellent source for the names and addresses of the coaches to be included in the study.

Please send me a copy of this publication, for the 1967-68 school year. Upon receiving it I will reimburse your department.

Thank you for your help and consideration.

Sincerely,

James Steinberg  
Graduate Assistant  
Department of Health Physical  
Education and Recreation  
South Dakota State University

## APPENDIX B

INSTRUCTIONS: Please fill in or check as accurately as possible the following statements or questions, which pertain to you as a head varsity football coach.

1. Your age at the close of the 1967 season .....
2. Academic degree(s) earned ..... Bachelors   
Masters   
Doctorate
3. Range of your present school's population 0-300   
301-700   
701-1100   
Over 1101
4. Number of head football coaching positions you have held in the past four (4) seasons ..... 1   
2   
3   
4
5. Change of position data for the past four seasons:  
Were your moves made to schools with a larger population ..... First move ... Yes  No   
Second move .. Yes  No   
Third move ... Yes  No
6. Total win-loss-tie record for the preceding four (4) seasons ..... Won   
Lost   
Tied
7. Place in conference standings of preceding four (4) seasons ..... 1964   
1965   
1966   
1967
8. Squad size:
  - a. What is an ideal squad size for your present school population? .....
  - b. What is the actual squad size at your present school? .....

9. Do you organize a written time schedule for each daily practice session? ..... Yes ☐  
No ☐
10. If so, what per cent of the time do you precisely follow the practice schedule? ..... 0-25% ☐  
26-50% ☐  
51-75% ☐  
76-100% ☐
11. Is a copy of the practice schedule distributed to the other staff member(s)? Yes ..... ☐  
No ..... ☐  
Occasionally ☐
12. If "yes" or "occasionally", how long before practice begins does the staff receive their copy? Less than 1 hr. ☐  
1 hr. .... ☐  
2 hrs. .... ☐  
3 hrs. .... ☐  
More than 3 hrs. ☐
13. Is a copy of the daily practice schedule available for player observation before the practice session begins? Yes ..... ☐  
No ..... ☐  
Occasionally ☐
14. Are your practice sessions so organized to utilize specific teaching stations where players report? Yes ☐  
No ☐
15. Do you use two-a-day practice sessions during pre-season preparation? ..... Yes ☐  
No ☐

Read next two (2) questions before answering:

16. Players must have short alternating periods of rest and work to improve their learning of material presented in practice sessions. Strongly Agree ☐  
Agree ..... ☐  
Disagree ..... ☐  
Strongly Disagree ☐



17. Players should not have short alternating periods of rest and work to improve their learning of material presented in practice sessions.

Strongly Agree

Agree

Disagree

Strongly Disagree

18. What is the approximate amount of time you have the team working on offensive fundamentals during a workday practice session? (Distribution in minutes)

Pre-season	Mid-season	Late season
0-4		
5-9		
10-14		
15-19		
20-24		
Over 24		

19. What is the approximate amount of time you have the team working on defensive fundamentals during a workday practice session? (Distribution in minutes)

Pre-season	Mid-season	Late season
0-4		
5-9		
10-14		
15-19		
20-24		
Over 24		

20. What is the approximate amount of time you have the team working on kicking fundamentals during a workday practice session? (Distribution in minutes)

Pre-season	Mid-season	Late season
0-4		
5-9		
10-14		
15-19		
20-24		
Over 24		

21. Do you have a set time limit for the total daily practice session on a workday? ..... Yes \_\_\_\_\_  
No \_\_\_\_\_

22. If "yes", what is the average length of the workday practice session? (Distribution in hours)

Pre-season	Mid-season	Late season
3/4		
1		
1 1/4		
1 1/2		
1 3/4		
2		
2 1/4		

23. The amount of time spent each workday in live scrimmage, full offensive and defensive activities. (Distribution in minutes)

	Pre-season						Mid-season				Late season			
	M	T	W	T	F	S	M	T	W	T	M	T	W	T
0	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1-10	—	—	—	—	—	—	—	—	—	—	—	—	—	—
11-20	—	—	—	—	—	—	—	—	—	—	—	—	—	—
21-30	—	—	—	—	—	—	—	—	—	—	—	—	—	—
31-40	—	—	—	—	—	—	—	—	—	—	—	—	—	—
41-50	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Over 50	—	—	—	—	—	—	—	—	—	—	—	—	—	—

24. How do you organize your live scrimmage portion of a workday practice session?

	Pre-season	Mid-season	Late season
Offense vs Defense	_____	_____	_____
A squad vs B squad	_____	_____	_____
Balanced squads	_____	_____	_____

25. Do you prefer the use of dummies when running offensive and defensive plays rather than the use of players?
- Yes .....  
No .....  
Sometimes .....

26. You had the opportunity to use game films in organizing practice plans in the following seasons.
- |      |     |     |    |     |
|------|-----|-----|----|-----|
| 1964 | Yes | ___ | No | ___ |
| 1965 | Yes | ___ | No | ___ |
| 1966 | Yes | ___ | No | ___ |
| 1967 | Yes | ___ | No | ___ |
27. If so, how did you employ the game films to improve your practice sessions?
- |                               |     |
|-------------------------------|-----|
| Execution .....               | ___ |
| Player evaluation .....       | ___ |
| Correction of strategy errors | ___ |
| Scouting opponents .....      | ___ |
28. The greatest injury prevention factor in football is a strenuous and demanding conditioning program.
- |                   |     |
|-------------------|-----|
| Strongly Agree    | ___ |
| Agree .....       | ___ |
| Disagree .....    | ___ |
| Strongly Disagree | ___ |
29. It is extremely important that a coach establish good coach-player relationship with all squad members.
- |                   |     |
|-------------------|-----|
| Strongly Agree    | ___ |
| Agree .....       | ___ |
| Disagree .....    | ___ |
| Strongly Disagree | ___ |
30. Motivation is more often accomplished when praise is given for satisfactory work rather than criticism for unsatisfactory work.
- |                   |     |
|-------------------|-----|
| Strongly Agree    | ___ |
| Agree .....       | ___ |
| Disagree .....    | ___ |
| Strongly Disagree | ___ |
31. Scouting reports of opponents are used to help organize a workday practice session during the season.
- |                  |     |
|------------------|-----|
| All of the time  | ___ |
| Most of the time | ___ |
| Seldom .....     | ___ |
| Never .....      | ___ |

32. Placement of personnel is the greatest factor leading to success of football teams.

Strongly Agree

Agree .....

Disagree .....

Strongly Disagree

33. As a head football coach, which off-season activities do you employ to improve your practice sessions for the coming season?

Attending coaching clinics

Reading research connected to football

Reading articles in coaching magazines

Reading published books explaining and

analyzing various aspects of football

Evaluating personnel

Analyzation of offensive and defensive formations

Advising off-season training program for players

Observe college spring practices

Study game films

List others \_\_\_\_\_

I would like to receive a copy of the results of this survey.

Yes \_\_\_\_\_ No \_\_\_\_\_

APPENDIX C  
Letter of Transmittal and Sponsorship

March 1, 1968

Dear Coach:

As a Graduate Assistant in physical education at South Dakota State University, Brookings, South Dakota, I am endeavoring to complete work for my master's degree. I have selected for my thesis study a survey of Head Varsity Football Coaches of Wisconsin and their practice session procedures, methods, and attitudes.

Being a native of Wisconsin, playing and coaching football in the state, I am vitally interested in surveying practice procedures of coaches within the state. Interpretations of the data collected in this survey may indicate common denominators which coaches employ as successful practice procedures.

You have been selected as one of the head varsity football coaches to participate in this survey. I can assure you that all information gathered from this questionnaire will be kept in strict confidence. No names of schools will be mentioned.

A first impression of the questionnaire must be that it is rather lengthy: however, a pilot study has been conducted with several head varsity football coaches and a maximum of 20 minutes of your time is all that will be needed to fill out the questionnaire. If you could possibly find time to do this in the next few days, I would certainly appreciate receiving your questionnaire by March 15, 1968. A stamped self-addressed envelope is enclosed for your convenience.

Thank you very much for your cooperation.

Sincerely,

James Steinberg  
Graduate Assistant  
Department of Health Physical  
Education and Recreation  
South Dakota State University

This thesis study has been approved by the Health, Physical Education and Recreation Department at South Dakota State University. I would appreciate any assistance you can give Mr. Steinberg.

Professor Stanley J. Marshall  
Director of Health, Physical  
Education and Recreation  
South Dakota State University

APPENDIX D  
A Follow-up Letter

March 26, 1968

Dear Coach:

We are pleased with the fine return that we are receiving to the questionnaire sent for the proposed analysis of procedures, methods, and attitudes of football coaches in high schools in the state of Wisconsin.

We would like very much to include all of the available coaches in the study if at all possible. Upon checking my records I see that you have not returned the questionnaire. If you have misplaced the original or have not received it, please notify me and a questionnaire will be sent to you immediately.

For the study to be of value it is exceedingly important that the findings represent a large number of respondents. For this reason we would like very much to include your procedures, methods, and attitudes in the proposed analysis.

If you have previously returned the questionnaire, disregard this letter. If you have not done so, would you return it to us soon, please?

Your cooperation will be greatly appreciated.

Sincerely,

James Steinberg  
Graduate Assistant  
Physical Education Department  
South Dakota State University  
Brookings, South Dakota 57006

## FREQUENCY DISTRIBUTION TABLES

The information reported in the following tables is a summary of the frequency distributions for questions on the survey. In Table I, the number in parenthesis next to each question indicates the corresponding questionnaire number. In Table II, the questionnaire items are arranged in the same sequence as in the original questionnaire. Table III is a frequency distribution of Question 33 of the original questionnaire.



TABLE I

## FREQUENCY DISTRIBUTIONS OF DATA COLLECTED FROM COACHES

Questionnaire Items	Group I	Group II
	More successful	Less successful
Ideal squad size(8a)		
25-34	9	2
35-44	23	7
45-54	16	4
55-64	10	3
65-74	4	4
75-84	7	1
85---	23	6
Total	92	27
Actual squad size(8b)		
25-34	14	6
35-44	24	9
45-54	13	3
55-64	10	4
65-74	9	1
75-84	5	
85---	18	4
Total	93	27
Written schedule(9)		
Yes	79	23
No	19	3
Total	95	26
Per cent followed(10)		
0-25%	1	1
26-50%	9	1
51-75%	24	8
76-100%	42	14
Total	76	23

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Distributed staff(11)		
Yes	59	21
No	4	2
Occasionally	13	1
Total	<u>76</u>	<u>24</u>
Time to staff(12)		
Less one hour	30	8
One hour	12	5
Two hours	8	
Three hours	25	9
Total	<u>75</u>	<u>22</u>
Player observation(13)		
Yes	32	13
No	39	9
Occasionally	10	4
Total	<u>81</u>	<u>26</u>
Teaching stations(14)		
Yes	77	21
No	18	5
Total	<u>95</u>	<u>26</u>
2-a-day(15)		
Yes	62	20
No	33	7
Total	<u>95</u>	<u>27</u>

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Practice with rest(16)		
Strongly agree	24	9
Agree	43	13
Disagree	15	4
Strongly disagree	2	
Total	84	26
Practice without rest(17)		
Strongly agree	3	
Agree	15	4
Disagree	32	4
Strongly disagree	8	6
Total	58	14
Pre-season offense(18)		
0-14		
15-19	4	3
20-24	19	4
25---	71	20
Total	94	27
Mid-season offense(18)		
0-14		
15-19	25	9
20-24	32	10
25---	37	7
Total	94	26
Late season offense(18)		
0-9		
10-14	13	5
15-19	30	10
20-24	24	6
25---	27	5
Total	94	26

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Pre-season defense(19)		
0-14		
15-19	14	4
20-24	17	5
25---	63	18
Total	<u>94</u>	<u>27</u>
Mid-season defense(19)		
0-9		
10-14	3	2
15-19	21	9
20-24	28	7
25---	42	9
Total	<u>94</u>	<u>27</u>
Late season defense(19)		
0-9		
10-14	15	6
15-19	20	11
20-24	23	2
25---	36	8
Total	<u>94</u>	<u>27</u>
Pre-season kicking(20)		
0-9	19	5
10-14	30	12
15-19	23	4
20-24	14	5
25---	8	1
Total	<u>94</u>	<u>27</u>
Mid-season kicking(20)		
0-9	21	7
10-14	39	14
15-19	23	5
20---	10	1
Total	<u>93</u>	<u>27</u>

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Late season kicking(19)		
0-4	7	3
5-9	24	12
10-14	33	8
15-19	21	4
20---	8	
Total	93	27
Time limit(21)		
Yes	87	26
No	7	1
Total	94	27
Practice length pre-season(22)		
1 1/4		6
1 1/2	23	1
1 3/4	16	15
2	34	1
2 1/4	15	1
Total	88	23
Practice length mid-season(22)		
1	5	1
1 1/4	36	11
1 1/2	24	7
1 3/4	20	6
2	4	25
2 1/4		
Total	89	

\*\* Denotes significance at .01 level

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Practice length late season(22)		
1		
1 1/4	17	5
1 1/2	45	15
1 3/4	14	3
2	13	2
Total	89	25
Scrimmage Mon. pre-season(23)		
0	36	11
1-10	10	4
11-20	17	4
21-30	19	4
31---	12	3
Total	94	26
Scrimmage Tues. pre-season(23)		
0	19	5
1-10	6	5
11-20	24	5
21-30	26	7
31-40	10	2
41---	9	2
Total	94	26
Scrimmage Wed. pre-season(23)		
0	11	3
1-10	7	1
11-20	17	2
21-30	30	14
31-40	17	3
41---	12	3
Total	94	26

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Scrimmage Thurs. pre-season(23)		
0	19	4
1-10	7	3
11-20	19	1
21-30	27	10
31-40	12	5
41---	<u>9</u>	<u>3</u>
Total	93	26
Scrimmage Fri. pre-season(23)		
0	24	7
1-10	7	3
11-20	19	4
21-30	21	6
31-40	12	4
41---	<u>9</u>	<u>2</u>
Total	92	26
Scrimmage Sat. pre-season(23)		
0	37	8
1-10	1	1
11-20	9	1
21-30	14	1
31-40	7	3
41-50	6	4
51---	<u>17</u>	<u>8</u>
Total	91	26

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Scrimmage Mon. mid-season(23)		
0	59	18
1-10	6	1
11-20	13	3
21-30	7	1
31---	9	3
Total	<u>94</u>	<u>26</u>
Scrimmage Tues. mid-season(23)		
0	10	2
1-10	11	
11-20	32	9
21-30	20	7
31-40	13	4
41---	8	4
Total	<u>94</u>	<u>26</u>
** Scrimmage Wed. mid-season(23)		
0	13	
1-10	27	4
11-20	29	10
21-30	16	3
31-40	4	4
41---	4	3
Total	<u>93</u>	<u>26</u>

\*\* Denotes significance at .01 level



TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Scrimmage Thurs. mid-season(23)		
0	56	11
1-10	11	5
11-20	17	4
21-30	3	2
31---	6	4
Total	<u>93</u>	<u>26</u>
Scrimmage Mon. late season(23)		
0	64	18
1-10	6	2
11-20	13	3
21-30	4	
31---	8	3
Total	<u>95</u>	<u>26</u>
Scrimmage Tues. late season(23)		
0	15	2
1-10	17	6
11-20	29	9
21-30	19	4
31-40	8	1
41---	7	4
Total	<u>95</u>	<u>26</u>

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Scrimmage Wed. late season(23)		
0	10	1
1-10	15	2
11-20	28	9
21-30	24	6
31-40	11	3
41-50	4	3
51---	<u>3</u>	<u>2</u>
Total	95	26
Scrimmage Thurs. late season(23)		
0	65	14
1-10	10	4
11-20	13	4
21-30	3	2
31---	<u>3</u>	<u>2</u>
Total	94	26
Offense vs defense pre-season(24)		
Yes	42	8
No	<u>49</u>	<u>18</u>
Total	91	26
A squad vs B squad pre-season(24)		
Yes	26	8
No	<u>65</u>	<u>18</u>
Total	91	26

TABLE I (continued)

Questionnaire Items	Group I.	Group II
	More successful	Less successful
Balanced squad pre-season(24)		
Yes	36	12
No	<u>55</u>	<u>14</u>
Total	91	<u>26</u>
Offense vs defense mid-season(24)		
Yes	51	10
No	<u>40</u>	<u>16</u>
Total	91	<u>26</u>
A squad vs B squad mid-season(24)		
Yes	34	10
No	<u>57</u>	<u>16</u>
Total	91	<u>26</u>
Balanced squad mid-season(24)		
Yes	19	7
No	<u>72</u>	<u>19</u>
Total	91	<u>26</u>
Offense vs defense late season(24)		
Yes	47	10
No	<u>42</u>	<u>16</u>
Total	89	<u>26</u>
A squad vs B squad late season(24)		
Yes	37	9
No	<u>52</u>	<u>17</u>
Total	89	<u>26</u>

TABLE I (continued)

Questionnaire Items	Group I.	Group II
	More successful	Less successful
Balanced squad late season(24)		
Yes	18	8
No	<u>71</u>	<u>18</u>
Total	89	<u>26</u>
Use of dummies(25)		
Yes	20	9
No	17	2
Occasionally	<u>57</u>	<u>16</u>
Total	94	<u>27</u>
Films 1964(26)		
Yes	56	19
No	<u>36</u>	<u>6</u>
Total	92	<u>25</u>
Films 1965(26)		
Yes	67	20
No	<u>20</u>	<u>6</u>
Total	94	<u>26</u>
Films 1966(26)		
Yes	66	23
No	<u>28</u>	<u>4</u>
Total	94	<u>27</u>
Films 1967(26)		
Yes	75	23
No	<u>19</u>	<u>3</u>
Total	94	<u>26</u>

TABLE I (continued)

Questionnaire Items	Group I	Group II
	More successful	Less successful
Execution(27)		
Yes	63	22
No	<u>15</u>	<u>1</u>
Total	78	23
Player evaluation(27)		
Yes	70	21
No	<u>8</u>	<u>2</u>
Total	78	23
Strategy errors(27)		
Yes	41	9
No	<u>37</u>	<u>14</u>
Total	78	23
Scouting(27)		
Yes	58	18
No	<u>20</u>	<u>5</u>
Total	78	23
Scouting reports(31)		
All	52	9
Most	39	17
Seldom	1	
Never	<u>3</u>	
Total	95	26
Placement of personnel(32)		
Strongly agree	34	9
Agree	47	11
Disagree	11	6
Strongly disagree	<u>3</u>	
Total	95	26

TABLE II

## HIGH SCHOOL POPULATION AND COACHING EXPERIENCES

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
**												
Age frequency												
20-23	5	1			2	1						
24-27	4	12	8	5	8	6	2	7	1	2	1	2
28-31	3		1	13	3	1	5	19	1	3	2	13
32-35	3	5	1	6	2		3	2		1	2	16
36-39				10	1	2	1	7				22
40-43	1	1		6		1	1	8	1		1	11
44-47				5				3				4
48-51								1				3
52---				2				3				8
Total	16	19	10	47	16	11	12	50	3	6	6	79
**												
Degrees earned												
Bachelors	12	14	9	28	13	9	11	43	2	5	3	27
Masters	4	5	1	19	3	2	1	32	3	2	5	52
Doctorate								1				
Total	16	19	10	47	16	11	12	76	5	7	8	79
Coaching positions												
One	16	17	8	37	16	10	10	56	5	5	7	60
Two		2	2	8		1	2	18		1		18
Three				1				1				1
Four				1								
Total	16	19	10	47	16	11	12	75	5	6	7	79

\*\* Denotes significance at .01 level

TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
<b>First move</b>													
Yes			2	1	7			2	12			1	17
No		—	—	—	1	—	—	—	4	—	—	—	1
Total			2	1	8			2	16			1	18
<b>Second move</b>													
Yes					1								1
No		—	—	—	—	—	—	—	—	—	—	—	—
Total					1								1
<b>Third move</b>													
Yes					1								
No		—	—	—	—	—	—	—	—	—	—	—	—
Total					1								
<b>**</b>													
Per cent of games won													
0-4 %			2										
5-14%		2	3	1		3	5		1				1
15-19%		1			1				1	1			2
20-24%		1	1	2	1			1	1	1	1		
25-29%		1		1				1	4				4
30-34%		1	1		2		1	1	3		1		2
35-39%				1	5	1		1	4		1		3
40-49%		2			2	2	2	2	9		1	1	5
50-54%		5	—	2	7	1	—	—	8	2	—	2	11
Total		13	7	7	18	7	8	6	31	4	4	4	28

\*\* Denotes significance at .01 level

TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Per cent of games won												
55-59%		2		5	1		3	9		1		8
60-64%		2		3	2	1	2	5				6
65-69%		1		5	2		1	7			2	9
70-74%				6		1		5		1	1	4
75-79%	1	1		3	1			6				8
80-84%			1	4	1			4				3
85-89%	1	1	1		2			7		1		7
90-94%				1		1		1			1	2
95-100%	<u>1</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>1</u>	<u>—</u>	<u>—</u>	<u>1</u>
Total	3	7	2	27	9	3	6	44	1	3	4	48
Place in conference												
1	1	3	1	13	1	1	2	18			2	15
2	3	3	1	14	5	1	3	21	1	2		13
3	2	3	2	8	2	2	2	11		1	1	15
4	2	2	3	2	1	1	2	5	2	1	1	3
5	1		2	3	1			4			1	5
6		2	1		1	2		1	1			1
7	1					1	1			1		3
8	1				1		1	1				
9			1				1					1
10	2	2		2	2	2		8	1	1	1	7
11---	<u>3</u>	<u>3</u>	<u>—</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>7</u>	<u>—</u>	<u>1</u>	<u>2</u>	<u>14</u>
Total	16	18	11	47	16	12	13	66	5	7	8	77



TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
**												
Ideal squad												
25-34	6	2	4	15	3	2		3			1	7
35-44	5	10	2	13	4	2	4	19	1	1	3	20
45-54	4	2	1	11	2	5	4	14	1	1		12
55-64	1	4	2	1	5	1	3	11		3	1	6
65---	<u>—</u>	<u>1</u>	<u>1</u>	<u>7</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>28</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>32</u>
Total	16	19	10	47	16	11	12	75	5	7	8	77
**												
Actual squad												
25-34	9	12	6	15	5	2	2	12		1	1	9
35-44	5	4	1	14	6	8	2	19	2	1	3	19
45-54	2	2	2	12	1	1	1	10		2		7
55-64				2	2		4	11	1	1	1	10
65---	<u>—</u>	<u>—</u>	<u>1</u>	<u>4</u>	<u>2</u>	<u>—</u>	<u>3</u>	<u>24</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>23</u>
Total	16	18	10	47	16	11	12	76	5	7	8	68
Written time schedule												
Yes	10	19	8	36	12	9	12	66	5	6	7	65
No	<u>5</u>	<u>—</u>	<u>2</u>	<u>10</u>	<u>4</u>	<u>1</u>	<u>—</u>	<u>11</u>	<u>—</u>	<u>1</u>	<u>1</u>	<u>12</u>
Total	15	19	10	46	16	10	12	77	5	7	8	77
Per cent followed												
0-25%	1			2	1	1					1	
26-50%	2	3		2	2	1		8	1	1		8
51-75%	5	8	4	15	4	3	4	19	3	2	2	20
76-100%	<u>2</u>	<u>8</u>	<u>4</u>	<u>18</u>	<u>6</u>	<u>5</u>	<u>8</u>	<u>39</u>	<u>1</u>	<u>3</u>	<u>4</u>	<u>38</u>
Total	10	19	8	37	13	10	12	66	5	6	7	66

\*\* Denotes significance at .01 level

TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Distributed to staff													
Yes		7	13	5	27	9	5	11	53	3	5	4	55
No		2	2	2	4	1	1		2	1	1		7
Occasionally		<u>1</u>	<u>4</u>	<u>1</u>	<u>6</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>13</u>	<u>1</u>	<u>—</u>	<u>3</u>	<u>6</u>
Total		10	19	8	37	13	10	12	68	5	6	7	68
Time to staff													
Less one hour		2	5	3	16	4	6	6	27		3	3	22
One hour		1	5		4	1	1	1	11		1	1	15
Two hours			4	2	4	1		2	5	1			4
Three hours		<u>5</u>	<u>2</u>	<u>1</u>	<u>12</u>	<u>6</u>	<u>2</u>	<u>3</u>	<u>22</u>	<u>3</u>	<u>2</u>	<u>2</u>	<u>23</u>
Total		8	16	6	36	12	9	12	65	4	6	6	64
Player observation													
Yes		7	8	4	15	2	3	3	25	1	3	3	38
No		<u>2</u>	<u>5</u>	<u>3</u>	<u>19</u>	<u>9</u>	<u>6</u>	<u>7</u>	<u>31</u>	<u>2</u>	<u>1</u>	<u>2</u>	<u>26</u>
Total		10	19	8	39	13	11	12	68	5	6	7	72
** Teaching stations													
Yes		9	14	4	31	12	9	9	66	5	7	7	70
No		<u>6</u>	<u>5</u>	<u>6</u>	<u>14</u>	<u>3</u>	<u>2</u>	<u>3</u>	<u>10</u>	<u>—</u>	<u>—</u>	<u>1</u>	<u>9</u>
Total		15	19	10	45	15	11	12	76	5	7	8	79

\*\* Denotes significance at .01 level

TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
**												
2-a-day												
Yes	12	13	6	19	10	10	7	5	5	7	8	64
No	<u>4</u>	<u>6</u>	<u>4</u>	<u>27</u>	<u>5</u>	<u>1</u>	<u>4</u>	<u>25</u>	—	—	—	<u>15</u>
Total	16	19	10	46	15	11	11	76	5	7	8	79
Practice with rest												
Strongly agree	5	6		10	3	8	1	20		3	2	25
Agree	7	9	9	21	13	3	9	43	4	4	5	34
Disagree	4	2	1	8			1	9			1	11
Strongly disagree	—	—	—	<u>2</u>	—	—	—	—	—	—	—	<u>1</u>
Total	16	17	10	41	16	11	11	72	4	7	8	71
Practice without rest												
Strongly agree				2								2
Agree	5	5	1	10			1	9			1	13
Disagree	2	5	8	13	11	4	5	26	3	6	4	29
Strongly disagree	<u>4</u>	<u>4</u>	—	<u>4</u>	<u>2</u>	<u>5</u>	<u>2</u>	<u>11</u>	—	—	<u>1</u>	<u>11</u>
Total	11	14	9	29	13	9	8	46	3	6	6	55
Pre-season offense												
0-14			1	1	2			1	3			
15-19		2		2	2		1	6		1		1
20-24	4	3		8	3	2		11		2		20
25---	<u>12</u>	<u>13</u>	<u>9</u>	<u>34</u>	<u>9</u>	<u>9</u>	<u>10</u>	<u>58</u>	—	<u>4</u>	<u>8</u>	<u>58</u>
Total	16	18	10	45	16	11	11	66	3	7	8	79

\*\* Denotes significance at .01 level

TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Mid-season offense													
0-14		1		1	3	1			1	2	2		2
15-19		5	5		7	4	2	2	20		3	2	19
20-24		4	4	3	18	6	6	3	30	1	1	3	30
25---		<u>6</u>	<u>10</u>	<u>6</u>	<u>27</u>	<u>5</u>	<u>3</u>	<u>6</u>	<u>24</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>28</u>
Total		16	19	10	55	16	11	11	75	5	7	8	79
**													
Late season offense													
0-4						2							
5-9		1							1	1	2		2
10-14		3	3	1	7				9	2	3		13
15-19		4	5		13	5	2	2	26			3	22
20-24		2	3	3	10	4	6	3	18	2	1	4	25
25---		<u>6</u>	<u>8</u>	<u>6</u>	<u>14</u>	<u>5</u>	<u>3</u>	<u>6</u>	<u>21</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>17</u>
Total		16	19	10	44	14	11	11	75	5	7	8	79
Pre-season defense													
0-14		1	1	1	1	1	1		4				2
15-19		2	2	1	4	2	2	1	11	1	1	2	5
20-24		4	3	3	10	4	3	4	16	1	3		17
25---		<u>9</u>	<u>12</u>	<u>5</u>	<u>30</u>	<u>9</u>	<u>5</u>	<u>6</u>	<u>45</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>54</u>
Total		16	18	10	45	16	11	11	76	5	7	8	78

\*\* Denotes significance at .01 level

TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
<b>Mid-season defense</b>												
0-9	1	1		1		1			1			
10-14	2	1	1	5	3			7		1		1
15-19	2	4	1	14	5	4	2	18	1	3	3	20
20-24	6	4	2	11	3	4	4	23	1	2	1	24
25---	<u>5</u>	<u>9</u>	<u>6</u>	<u>14</u>	<u>5</u>	<u>2</u>	<u>5</u>	<u>28</u>	<u>2</u>	<u>1</u>	<u>4</u>	<u>34</u>
Total	16	19	10	45	16	11	11	76	5	7	8	79
<b>Late season defense</b>												
0-4						1						
5-9	3	1		1	3	2		1	1	2		1
10-14	1	2	3	5	1		2	15		2	1	10
15-19	5	3		14	5	5	1	18	2	2	2	27
20-24	2	8	2	11	2	2	5	17	1	2	2	17
25---	<u>5</u>	<u>5</u>	<u>5</u>	<u>14</u>	<u>5</u>	<u>1</u>	<u>3</u>	<u>25</u>	<u>1</u>	<u>1</u>	<u>3</u>	<u>24</u>
Total	16	19	10	45	15	10	11	76	5	9	8	79
<b>Pre-season kicking</b>												
0-4		1	1	1				2				2
5-9	5	6	2	7	3	3	2	14	1	2	2	9
10-14	7	8	3	17	5	5	5	29	2	3	5	34
15-19	3	3	2	13	5	2	2	19				14
20-24	1			4	1	1	2	9	1			13
25---	<u>—</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>—</u>	<u>1</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>7</u>
Total	16	19	9	44	15	11	12	76	5	7	8	79

TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
**												
Mid-season kicking												
0-4	1	1	1	1	1			3	2	1		2
5-9	4	6	2	7	2	5	4	21	1	2	2	12
10-14	8	7	4	25	8	4	4	34	1	1	5	32
15-19	3	3	2	11	2	2	4	14				23
20-24		1			2			4	1			7
25---	—	1	—	1	1	—	—	—	—	2	1	1
Total	16	19	9	45	16	11	12	76	5	6	8	77
Late season kicking												
0-4	2	2	2	4	1	1		6	2	1		6
5-9	4	5	2	10	4	5	4	31	1	2	4	16
10-14	6	7	4	21	7	3	4	24	1	1	3	29
15-19	3	3	1	9	2	2	3	12				20
20-24	1	1			1			3	1			5
25---	—	1	—	1	1	—	—	—	—	2	1	1
Total	16	19	9	45	16	11	11	76	5	6	8	77
Time limit												
Yes	13	15	8	41	15	10	10	69	4	7	7	71
No	2	4	2	5	1	1	2	6	1	—	1	7
Total	15	19	10	46	16	11	12	75	5	7	8	78

\*\* Denotes significance at .01 level

TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Practice length pre-season													
1		1		1	2								
1 1/4					2		1		3				1
1 1/2		5	4	1	7	1	3	2	18	1	1	2	13
1 3/4		4	3	1	6	5	1		15	1	2	2	10
2		4	6	6	19	8	3	8	27	2	4	3	35
2 1/4		—	3	—	6	2	1	—	9	—	—	—	14
Total		14	16	9	42	16	9	10	72	4	7	7	73
Practice length mid-season													
1		1							1				
1 1/4		2	2		2	1	2	1	6		1	1	1
1 1/2		7	6	5	15	5	7	4	36	2	4	2	25
1 3/4		4	3	2	15	7	1	2	18	1	1	2	19
2			4	1	9	2		3	10	1	1	2	25
2 1/4		—	1	1	—	—	—	—	2	—	—	—	3
Total		14	16	9	41	15	10	10	73	4	7	7	73
Practice length late season													
3/4		1	1						1				
1		1	1	1	3	2	1		4				4
1 1/4		2	3	2	8	1	4	3	17		2	1	6
1 1/2		6	4	3	20	7	5	4	33	3	3	5	37
1 3/4		4	2	1	5	4			12	1	1		13
2		—	4	1	4	1	—	3	5	—	1	1	13
Total		14	15	8	40	15	10	10	72	4	7	7	73

TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Scrimmage Mon. pre-season												
0	6	7	3	14	6	6	6	33	2	3	3	35
1-10	3	2	3	6	2	3		9				10
11-20	1	5	1	12	3	1	3	9	1		2	12
21-30	4	3	1	10	4	1	2	13	1	3	3	12
31-40		1	1	3	1			6	1			4
41---	—	1	1	—	—	—	1	3	—	—	—	2
Total	14	19	10	45	16	11	12	73	5	6	8	75
**												
Scrimmage Tues. pre-season												
0	3	3	3	1	4	2	4	17			3	16
1-10	3	1	1	3		6	1	9		1		3
11-20	3	10	3	9	4		1	19	1		2	17
21-30	3	2	1	10	5	2	4	17	3	5	3	22
31-40	1	2	1	15	3			7	1			13
41-50	1	1	1	5		1		5				4
51---	1	—	—	2	—	—	2	2	—	—	—	2
Total	15	19	10	45	16	11	12	76	5	6	8	77
Scrimmage Wed. pre-season												
0	2	2	2	3	2	3	2	8	1	1	2	13
1-10		2	3	9	1	1	1	3				4
11-20	3	6	3	10	3	3	2	16	1		2	11
21-30	6	5	1	15	5	2	4	28	1	4	3	25
31-40	1	3	1	5	4	2	1	13	2	1	1	15
41-50	2	1	1	2	1			6				5
51---	1	—	—	—	—	—	2	2	—	—	—	4
Total	15	19	10	44	16	11	12	76	5	6	8	77

\*\* Denotes significance at .01 level



TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Scrimmage Thurs. pre-season													
0		4	1	2	3	2	3	3	13	1		2	13
1-10		2	3		4	1	3	2	6			1	10
11-20		2	7	6	10	5	3	1	19	1		2	9
21-30		5	3	1	17	5	1	5	21	2	4	2	24
31-40		1	3	1	8	2	1		9	1	1	1	12
41-50			2		2	1		1	7		1		6
51---		<u>1</u>	—	—	—	—	—	—	<u>1</u>	—	—	—	<u>2</u>
Total		15	19	10	44	16	11	12	76	5	6	8	76
Scrimmage Fri. pre-season													
0		7	3	3	9	1	2	2	18	2	1	1	20
1-10		1	1	1	3	2	3	1	7				5
11-20		2	7	4	10	3		4	16	1	1	3	14
21-30		3	3	1	11	6	4	4	16	2	2	2	23
31-40		1	1	1	7	3	2		7			2	9
41-50			4		4			1	4		2		3
51---		—	—	—	—	—	—	—	<u>7</u>	—	—	—	<u>2</u>
Total		14	19	10	44	15	11	12	75	5	6	8	76
Scrimmage Sat. pre-season													
0		7	5	4	21	9	4	4	29	2	1	2	19
1-10		1	1	1	1				1				
11-20		1	3	3	3	1			7			1	4
21-30		2	3	2	7	1		1	10		1	2	15
31-40			3		2		2	4	6	1	1		11
41-50		1	2		4	3	2	1	5	1		1	6
51---		<u>3</u>	<u>2</u>	—	<u>4</u>	<u>2</u>	<u>3</u>	<u>2</u>	<u>17</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>20</u>
Total		15	19	10	42	16	11	12	75	5	6	8	75

TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Scrimmage Mon. mid-season													
0		9	8	5	24	10	6	11	47	3	4	3	53
1-10		1	3	1	4	1	2		9	1	2	1	5
11-20			3	3	7	1	2	1	11			2	6
21-30		3	2		5	2			4	1		2	4
31-40		1	2		4	2	1		5				7
51---		<u>1</u>	<u>1</u>	—	—	—	—	—	—	—	—	—	<u>2</u>
Total		15	19	9	44	16	11	12	76	5	6	8	77
Scrimmage Tues. mid-season													
0		3			2	2	1	2	7			2	6
1-10		2	4	1	6			1	9				4
11-20		1	4	3	11	3	2	2	24	1	3	3	29
21-30		4	5	2	13	6	5	4	21	3	2	2	19
31-40		2	4	1	10	4		1	10	1			11
41-50		2	1	2	1		1		2		1	1	3
51---		<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	—	<u>2</u>	<u>2</u>	<u>3</u>	—	—	—	<u>5</u>
Total		15	19	10	44	15	11	12	76	5	6	8	77
Scrimmage Wed. mid-season													
0		2					1		4	1		2	3
1-10					2	1		1	4			1	7
11-20		2	2	2	12	2	3	2	21		1	1	18
21-30		4	10	4	13	7	5	5	30	3	2	3	28
31-40		2	6	2	13	5	1	3	12		1		9
41-50		4		2					3		2	1	7
51---		<u>1</u>	<u>1</u>	—	<u>1</u>	—	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	—	—	<u>5</u>
Total		15	19	10	43	15	11	12	76	5	6	8	77

TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Scrimmage Thurs. mid-season													
0		9	7	7	22	9	8	8	46	4	5	7	52
1-10		3	4		4	3	1	3	12				7
11-20			3	1	10	2	1	1	9			1	13
21-30		1	2	1	3	1	1		4	1	1		1
31-40			2	1	4	1			5				2
41-50		1			1								1
51---		<u>1</u>	<u>1</u>	—	—	—	—	—	—	—	—	—	—
Total		15	19	10	44	16	11	12	76	5	6	8	76
Scrimmage Mon. late season													
0		9	7	5	14	10	8	11	53	3	5	3	56
1-10		1	4	2	6	1			6	1		1	4
11-20		1	3	2	12	2	1		12	1	1	2	7
21-30		2	2		10	2	1	1	3			2	2
31-40			2		3	1	1		1				7
41-50		1		1					1				1
51---		<u>1</u>	<u>1</u>	—	—	—	—	—	<u>1</u>	—	—	—	—
Total		15	19	10	45	16	11	12	77	5	6	8	77
Scrimmage Tues. late season													
0		4	7		4	2			12			2	11
1-10		2	4	1	11	1	2	3	16			1	16
11-20		3	3	4	11	4	1	3	23	2	3	2	23
21-30		3	2	1	11	7	5	3	18	2	2	2	15
31-40		1	2	2	5	2	1	2	4			1	6
41-50		1		2	2				2		1		2
51---		<u>1</u>	<u>1</u>	—	—	—	<u>2</u>	<u>1</u>	<u>2</u>	—	—	—	<u>4</u>
Total		15	19	10	44	16	11	12	77	4	6	8	77

TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Scrimmage Wed.													
late season													
0		2				1	1	7		1		2	10
1-10			2	1	10	1	1		10			1	12
11-20		5	5	4	11	4	4	3	31	1	2	2	23
21-30		3	9	1	12	8	4	4	19	2	1	2	19
31-40		2	2	2	9	3	1	3	7		1	1	6
41-50		2	1	2	2				2		2		3
51---		<u>1</u>	—	—	—	—	—	<u>1</u>	<u>1</u>	<u>1</u>	—	—	<u>4</u>
Total		15	19	10	44	16	11	12	77	5	6	8	76
**													
Scrimmage Thurs.													
late season													
0		8	8	7	24	10	10	1	52	4	5	7	60
1-10		1	4	1	9	2	1		12				3
11-20		4	1	1	6	2		3	8			1	10
21-30			4		2	2		4	4	1	1		2
31-40			2		2			3					1
41---		<u>2</u>	—	<u>1</u>	<u>1</u>	—	—	<u>1</u>	<u>1</u>	—	—	—	—
Total		15	19	10	44	16	11	12	77	5	6	8	76
Offense vs defense													
pre-season													
Yes		4	6	1	11	5	4	6	34	2	5	3	39
No		<u>11</u>	<u>13</u>	<u>8</u>	<u>34</u>	<u>11</u>	<u>7</u>	<u>5</u>	<u>40</u>	<u>3</u>	<u>1</u>	<u>5</u>	<u>39</u>
Total		15	19	9	45	16	11	11	74	5	6	8	77

\*\* Denotes significance to .01 level

TABLE II (continued)

Strata		1-300				301-700				701---			
Yrs.	Exp.	1	2	3	4	1	2	3	4	1	2	3	4
A squad vs B squad pre-season													
	Yes	5	2	4	14	3	3	2	22	2	1	2	21
	No	<u>10</u>	<u>17</u>	<u>5</u>	<u>31</u>	<u>13</u>	<u>8</u>	<u>9</u>	<u>52</u>	<u>3</u>	<u>5</u>	<u>6</u>	<u>56</u>
	Total	15	19	9	45	16	11	11	74	5	6	8	77
Balanced squad pre-season													
	Yes	7	2	5	24	9	5	4	38	2	1	4	28
	No	<u>8</u>	<u>17</u>	<u>4</u>	<u>21</u>	<u>7</u>	<u>6</u>	<u>7</u>	<u>36</u>	<u>3</u>	<u>5</u>	<u>4</u>	<u>49</u>
	Total	15	19	9	45	16	11	11	74	5	6	8	77
Offense vs defense mid-season													
	Yes	6	7	3	19	7	6	4	42	2	4	4	45
	No	<u>9</u>	<u>12</u>	<u>6</u>	<u>27</u>	<u>9</u>	<u>5</u>	<u>8</u>	<u>34</u>	<u>3</u>	<u>2</u>	<u>4</u>	<u>29</u>
	Total	15	19	9	46	16	11	12	76	5	6	8	74
A squad vs B squad mid-season													
	Yes	6	9	4	21	7	2	8	30	2	3	3	26
	No	<u>9</u>	<u>10</u>	<u>5</u>	<u>25</u>	<u>9</u>	<u>9</u>	<u>4</u>	<u>46</u>	<u>3</u>	<u>3</u>	<u>5</u>	<u>48</u>
	Total	15	19	9	46	16	11	12	76	5	6	8	74
Balanced squad mid-season													
	Yes	4	7	3	11	4	3	2	17	1		2	13
	No	<u>11</u>	<u>12</u>	<u>6</u>	<u>35</u>	<u>12</u>	<u>8</u>	<u>10</u>	<u>59</u>	<u>4</u>	<u>6</u>	<u>6</u>	<u>61</u>
	Total	15	19	9	46	16	11	12	76	5	6	8	74

TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Offense vs defense												
late season												
Yes	5	8	3	11	9	7	4	35	3	3	4	41
No	<u>10</u>	<u>11</u>	<u>6</u>	<u>35</u>	<u>7</u>	<u>4</u>	<u>8</u>	<u>41</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>30</u>
Total	15	19	9	46	16	11	12	76	5	6	8	71
A squad vs												
B squad												
late season												
Yes	7	7	4	18	4	2	9	37	1	3	1	28
No	<u>8</u>	<u>12</u>	<u>5</u>	<u>28</u>	<u>12</u>	<u>9</u>	<u>3</u>	<u>39</u>	<u>4</u>	<u>3</u>	<u>7</u>	<u>43</u>
Total	15	19	9	46	16	11	12	76	5	6	8	71
Balanced squad												
late season												
Yes	4	9	3	13	7	4	1	18	1		1	9
No	<u>11</u>	<u>10</u>	<u>6</u>	<u>33</u>	<u>9</u>	<u>7</u>	<u>11</u>	<u>58</u>	<u>4</u>	<u>6</u>	<u>7</u>	<u>62</u>
Total	15	19	9	46	16	11	12	76	5	6	8	71
Use of dummies												
Yes	3	2	4	8	2	2	4	19	2	2	2	19
No	3	2		5	3		1	5		1		11
Occasionally	<u>10</u>	<u>14</u>	<u>6</u>	<u>32</u>	<u>11</u>	<u>8</u>	<u>7</u>	<u>52</u>	<u>3</u>	<u>4</u>	<u>6</u>	<u>44</u>
Total	16	18	10	45	16	10	12	76	5	7	8	74
Films 1964												
Yes				13				44				1 60
No	—	—	—	<u>28</u>	—	—	—	<u>30</u>	—	—	<u>1</u>	<u>16</u>
Total				41				74				2 76

TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
**												
Films 1965												
Yes			2	19			3	52			6	66
No	—	—	8	25	—	—	8	23	—	—	2	11
Total			10	44			11	75			8	77
**												
Films 1966												
Yes		5	4	21		3	4	54		5	5	69
No	—	14	6	23	—	6	8	21	—	2	1	9
Total		19	10	44		9	12	75		7	6	78
**												
Films 1967												
Yes	10	3	5	25	10	8	6	64	5	6	7	69
No	6	16	5	19	5	3	6	11	—	—	1	9
Total	16	19	10	44	15	11	12	75	5	6	8	78
**												
Execution												
Yes	8	4	5	24	9	4	5	53	5	6	6	61
No	1	3	1	5	1	3	1	10	—	1	1	11
Total	9	7	6	29	10	7	6	63	5	7	7	70
*												
Evaluation												
Yes	7	3	6	21	9	4	4	56	5	7	4	62
No	2	4	—	8	1	3	2	7	—	—	3	9
Total	9	7	6	29	10	7	6	63	5	7	7	71

\*\* Denotes significance at .01 level

\* Denotes significance at .05 level

TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. exp.	1	2	3	4	1	2	3	4	1	2	3	4
Strategy errors												
Yes	2	4	6	12	5	5	4	33	2	5	2	40
No	<u>7</u>	<u>3</u>	<u>—</u>	<u>17</u>	<u>5</u>	<u>2</u>	<u>2</u>	<u>30</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>31</u>
Total	9	7	6	29	10	7	6	63	5	7	7	71
Scouting												
Yes	2	4	3	19	6	5	5	45	3	5	4	58
No	<u>7</u>	<u>3</u>	<u>3</u>	<u>10</u>	<u>4</u>	<u>2</u>	<u>1</u>	<u>18</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>13</u>
Total	9	7	6	29	10	7	6	63	5	7	7	71
Conditioning												
Strongly agree	13	13	7	30	9	9	8	46	3	5	5	52
Agree	2	5	3	14	2	2	3	27	1	2	3	24
Disagree	1				5		1	2	1			1
Strongly disagree	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>1</u>
Total	16	18	10	44	16	11	12	75	5	7	8	78
Coach-player relationship												
Strongly agree	8	11	6	31	11	5	9	42	3	6	4	56
Agree	6	7	4	15	5	6	3	31	2	1	2	17
Disagree	2	1		1				1				5
Strongly disagree	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>	<u>—</u>
Total	16	19	10	47	16	11	12	74	5	7	6	78



TABLE II (continued)

Strata	1-300				301-700				701---			
Yrs. Exp.	1	2	3	4	1	2	3	4	1	2	3	4
Motivation												
Strongly agree	5	4	2	15	11	5	2	21	3	3	2	24
Agree	6	10	7	27	5	6	9	38	2	3	5	44
Disagree	4	4	1	4			1	11		1	1	6
Strongly disagree	—	—	—	—	—	—	—	—	—	—	—	—
Total	15	18	10	46	16	11	12	70	5	7	8	74
Scouting reports												
All	4	6	6	17	9	5	6	42	2	3	5	36
Most	12	10	3	27	7	6	6	31	3	4	3	39
Seldom		2	1	1				2				3
Never	—	—	—	2	—	—	—	1	—	—	—	—
Total	16	18	10	47	16	11	12	76	5	7	8	78
Placement of personnel												
Strongly agree	7	8	3	15	9	8	4	29	1	2	4	27
Agree	7	7	5	23	5	2	4	36	1	2	2	36
Disagree	2	3	2	9	1	1	3	9	2	3	2	13
Strongly disagree	—	—	—	—	1	—	—	2	1	—	—	2
Total	16	18	10	47	16	11	11	76	5	7	8	78

TABLE III  
OFF-SEASON ACTIVITIES OF RESPONDENTS

Activities	Yes	No
Attending coaching clinics	275	30
Reading research connected to football	222	83
Reading articles in coaching magazines	283	22
Reading published books explaining and analyzing various aspects of football	269	36
Evaluating personnel	235	70
Analyzation of offensive and defensive formations	218	87
Advising off-season training program for players	93	211
Observe college spring practices	173	132
Study game films	74	232